

Course Overview:

The main topics that will be covered include, but are not limited to:

- Algebraic Expressions and Integers
- Solving Equations and Inequalities
- Decimals and Equations
- Factors, Fractions, and Exponents
- Geometry
- Ratios, Proportions, and Percents
- Data Analysis and Probability

Essential Question:

How is math a language?

Supplies:

Students should have the REQUIRED supplies for the sixth grade. In math the only supplies needed in class daily are the purple binder with math materials, the homework planner and folder, the homework from the previous night, the purple math spiral notebook, a selection of sharpened pencils, and a pen for checking homework. Advanced notice will be given if other supplies such as colored pencils, tape, scissors, etc will be need. **Math work in pen will not be accepted.**

Textbook Information:

Math 6 students use the *Prentice Hall Pre-Algebra* text. Each student will be given a textbook to take home for studying and homework use. **The textbooks should be covered and left AT HOME.** Please help lighten the load on our students' backs and insure that the book does not make a daily pilgrimage to and from school. If a book is needed during the school day, the student will have access to a copy from the class set.

Contact Information:

Students: School is a place of learning. It is not expected that you as a student, will come to class knowing everything already or that you will leave class everyday fully understanding how to approach every problem. Utilize the time in class to ask questions and sign up for time one-on-one in the afternoon tutoring time (3:15 – 3:45) when you want to work in a smaller group to practice a concept or explore a new idea!

Parents: If at any time you have a question, concern or comment that you would like to share with us, please feel comfortable doing so. Please complete the parent information sheet and have your child return this to his/her advisor so that all teachers will have your current contact information.

Daily Class Structure:

The structure of Pre-Algebra will follow a flexible daily routine. Students will start with a daily warm-up inquiry or a set of problems meant to foster mental math abilities, review previously covered material, or explore a new concept. Students will then check their homework from the previous night and specific questions will be addressed. New material will be presented and practiced in a full group or small group setting. Students will practice the material through lesson practice and/or an exit slip prior to leaving the classroom.

Class and Student Guidelines:

We believe Washington Latin students should strive to epitomize four traits in their social and academic interactions:

Kindness to self and others,
Willingness to work hard,
Respect for the community and its rules,
Belief in one's ability to succeed

We will discuss these as a class and create more specific guidelines to help students foster a positive, inclusive, and productive classroom environment. We expect our students to hold themselves to the highest of standards when completing work and when adhering to the guidelines of both this class and Washington Latin as a school.

Class Expectations:

Going along with class guidelines, we expect our students to make the most of the learning opportunities presented to them at Washington Latin. Tardiness, behavioral disruptions, and incomplete work are unacceptable. If any of these areas become a problem, the Washington Latin policies outlined in the Family Handbook will be strictly followed. We expect the world from you, mostly because we know that you can achieve whatever you decide to achieve. We will not tolerate distractions from learning.

The Grading Breakdown

The percentages below are an estimation of how your grade will be determined. The instructor reserves the right to take into account other factors such as improvement, effort, and other intangible factors when determining your course grade.

Tests (40%)

Tests will be given about every four to five weeks when a natural break occurs in the material. Students are provided with study guides, ample time to review, and opportunities in class to ask questions leading up to the test. There may be sporadic multiple-choice cumulative tests to assess the overall retention of the material. Our policy on tests and retakes is as follows:

*** Students may not complete test corrections or test retakes for credit or points back on a test;** however, I welcome them to complete test corrections and go over them with me to enhance their understanding of the material. We have structured the assessments so that a test is truly a cumulative moment in the unit after many smaller quizzes, opportunities to ask questions, and retake concepts in a quiz setting.

Quizzes/Projects (15%)

Lesson Quizzes:

On weeks that students do not have a math test, they will likely have at least one quiz in order to provide some form of assessment. Quizzes may focus on a set of lessons or a specific topic, depending on the unit.

Students may retake quizzes if they earn below an 80%; however, they must sign up for at least one tutoring session prior to the retake to review their mistakes and get extra practice. If a parent or guardian can vouch for review at home (an email is fine), a student will be able to simply sign up for a quiz retake.

Retake grades will be averaged with the original quiz; the average will be capped at an 80%.

Notebook Quizzes:

Because organization is paramount for success in the 6th grade and at Latin, there may be scheduled or random binder and notebook checks or collections.

Projects:

In and out of class projects will be assigned when they enhance and extend the content of the class. Students will be given ample time, a detailed rubric, and a suggested timeline for completion of projects.

Skill Quizzes (10%)

Key skills have been outlined for your student's math course (please see your student's skill sheet in their notebook). Each week students will have a "mini-quiz" on MONDAYS to assess 2 – 3 of those skills. Skill quizzes are graded on a scale of 0 – 5. Once a student has achieved a 5 on two problems dealing with a specific skill, they are considered to have mastered that skill. If a student achieves a lower score one week then that score may be replaced with a 5 earned on a future skill quiz. Skill quizzes may be retaken as many times as necessary to achieve mastery; students are responsible for arranging the scheduling of retaking skills quizzes.

Homework (20%)

At the 6th grade level, successful and timely completion of homework is ***incredibly*** important. It allows a student to practice the material, and the daily completion and checking of homework builds study skills and habits necessary for success in future studies of all subjects. Homework is assigned almost daily, and it consists of 10 - 12 pertinent math problems or a comparable worksheet.

Homework is graded for completion and quality of work. **Homework must be present in class to receive credit.** If a child does not complete a homework assignment when it is due, then he/she receives a zero. The homework assignment may not be made up, as an integral part of the benefits of homework is checking it in class and asking questions.

In addition, the quality of homework completion (neatness, pencil not pen, showing work, checking and correcting) will be assessed by random and unannounced collection of that day's assignment. I will never grade for correctness unless the homework has already been checked and a student has had an opportunity to correct his/her work.

Participation (15%)

Participation is assessed on daily basis using a 10-pt scale. Students rate themselves on their exit slip; differences in opinion on "in-class" participation level are discussed between student and teacher, but the teacher is the ultimate voice on that grade.

- 2 pts- Homework

- 1 pt – Pencil

- 1 pt – Notebook/Binder

- 1 pt – Uniform

- 1 pt – On Time/Set up

- 4 pts – "In Class" participation

- 0 – barely conscious and/or disruptive force

- 1 – inconsistent focus, no notes/volunteering

- 2 – inconsistent focus, some notes/volunteering

- 3 – focused, taking notes, occasional volunteering

- 4 – focused, taking notes, volunteering

A quick note on extra credit:

A student's grade should reflect his/her understanding of the content, it should not reflect the number of extra assignments a student has a capacity to complete. We will not offer extra credit assignments for the sole purpose of raising a student's grade.

Students who want to do extensions to enhance or extend their learning are encouraged to seek out these opportunities through the “How Far Can You Run?” incentive program. Extensions are for the joy of learning; they are not part of a student’s grade.